

## **Lacewood Primary School Policy for Behaviour**

### **Rationale**

We are a THRIVE school. For us this means that we have THRIVE embedded within our ethos and THRIVE approaches across the whole school.

We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work in school.

3 of our staff are trained as Thrive Licensed Practitioners, which represents a minimum of 10 days professional development, with regular CPD in order to deepen knowledge. Our school environment, resources, learning approaches, timetables and planning are all informed by our understanding of how each impact on social, emotional and academic development and learning.

We recognise that behaviours can be learned and are within our cognitive awareness. They can, however, be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Attentive, observant adults, working in relationship with children are required, in order to recognise behaviours, to identify the underlying needs (triggers) and respond in appropriate ways.

We are very clear that everyone has the right to feel safe, feel special and have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

We are a community with a commitment to tolerance and inclusion, evidenced by pupil's firmly held views that we learn better together.

The development of positive, social and emotional learning behaviours is at the heart of our Behaviour Policy.

### **Aims**

- Being able to understand, regulate and manage emotions.
- To Apply thinking between feeling (sensation and emotion) and action
- To increasingly show empathy and understanding to others
- To enable pupils to experience challenges, succeed in learning and have a sense that learning can be fun and relevant to their lives
- To become independent, self-aware learners – social, emotionally and academically
- To be enthusiastic
- To foster a willingness to take risks.
- To build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.
- To gain a sense of pride and build self-awareness through planned and incidental social and emotional learning and positive experiences
- To link our school learning buddies to the thrive process through the promotion of resilience

## **Behaviour Procedures**

### **The whole school follow 3 golden rules:**

We take care of ourselves

We take care of each other

We take care of the things around us

- All incidents and comments relating to both positive and negative incidents will be related directly back to these 3 golden rules.
- Learning buddies will be utilised alongside the golden rules to enhance and support learning.
- Individual class teachers will set out and develop their own general classroom courtesies to match their particular approaches to teaching.
- All staff will employ positive approaches to their general behaviour management, choosing to focus more attention to the pupils demonstrating high standards of behaviour rather than those who may not be.
- Positive role models and examples of children adhering to the 3 golden rules will be used to model and promote expectations to others.
- Staff will endeavour to avoid any form of public shaming of pupils when handling various situations. Individual incidents, and the discussion of potential consequences and any reflection, will be handled as discreetly as possible.
- Staff will utilise the “Vital Relational Functions” (VRFs) taken from the Thrive Approach to address and interact with children who may be experiencing some form of emotional dysregulation.
- Staff who may be experiencing any form of emotional dysregulation themselves will always hand the incident to another member of staff who is in a more suitable situation to deal with the children involved and to employ Thrive strategies.
- During whole class or small group teaching and learning activities, teachers will deal with minor incidents as discreetly as possible.
- In each classroom there will be a Thrive Diary. This is to record briefly any incidents of negative behaviour and positive examples of children utilising the golden rules. The teachers can then monitor particular behaviours or children who may be displaying certain patterns of behaviour. This will enable staff to keep a record of positive and negative behaviours to inform planning and provision. It will also help to inform whole class Thrive assessments and one to one assessments if, and when, needed.
- Staff who work regularly with children on a one to one basis will have their own Thrive diary. Other staff members will record onto notes that can be added to the class diary.
- Staff must make the children aware that when an adult records into the diary, they are observing positive behaviours so that the pupils do not associate the diary with negative incidents and therefore encouraging shaming.
- Significant incidents where the child themselves, another child or property has come to harm will be recorded onto CPOMs as soon as possible.
- Where significant incidents occur that relate to the 3 golden rules, and the incidents affect teaching and learning for others, the pupil or pupils will be removed, using safe hold if necessary, to a separate place (ideally the Thrive room) and the incident will be dealt with by Thrive practitioners or other senior staff members.

- To use incidents that are against our Golden Rules as an opportunity for learning, both for pupils involved and for adults planning next steps
- Where a pupil is significantly dysregulated, the main aim will be to contain and 'calm and soothe'. The incident will be reflected upon and discussed using "shine a light on the behaviour" approaches later, when the child is not experiencing dysregulation.
- Children who experience regular dysregulation or who are flagged up from whole class assessments as having interruptions in their emotional development will be assessed on an individual basis in order to establish an appropriate Thrive Approach
- Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans
- Any plan of action is agreed and shared in working partnership with parents and carers.
- For individuals with SEND to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- Varying groups and working with different members of our school community to build tolerance and inclusion
- The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment.
- Pupils need to know explicitly what behaviour is expected in different circumstances.
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown and co-regulators as needed.
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development

### **Safe hold and Safe touch policy**

#### **What is safe touch?**

At Lacewood safe touch is used to regulate a child using VRF's (calm and soothe)

#### **What is safe hold?**

At Lacewood safe hold is used by trained staff to keep a child or others including property safe. (Team Teach approach)

### **The developmentally necessary experience of safe touch**

Children learn who they are (and how the world is) within their significant relationships. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing. Touch is recognized as being a physical way of soothing, calming and containing distress. Berne<sup>1</sup> identified touch as a human 'hunger'<sup>2</sup> necessary for survival and well-being. Many research studies have indicated the necessity of human contact and touch in the healthy development of children. It is a factor in children who experience neglect and 'fail to thrive'<sup>3</sup>.

## **Context**

Our policy on Safe Touch (sometimes termed 'Safe Holding') has been developed in the context of the local authorities' Child Protection Procedures and Policies and Government guidance 4.5 (See Appendix)

It takes into account the extensive neurobiological research and other empirical studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, emotional regulation, mental health and the development of pro-social skills.

Lacewood school is adopting an informed, evidence-based decision to allow safe touch in special cases as a developmentally appropriate intervention that will aid healthy emotional growth and learning.

## **Research**

Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.

If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely.

In recognition of this, under special, agreed and supervised conditions, specially trained staff will consider using safe hold as one of the means available to them, for example to calm a distressed child, to contain an angry or wild child and/or encourage or affirm an anxious child or to support a child with low self-esteem.

Safe touch used to calm, soothe and regulate a child's emotions is a needed developmental experience. The brain does not develop neuronal pathways to initiate calming and self-soothing unless and until this safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch and calming regulation, this may be a priority to help their brains to develop access to thinking, judging, evaluating and choosing mechanisms. These are sometimes known as 'higher executive skills' and they are an intrinsic part of cognitive regulation.

Safe touch/hold is one of the key ways of regulating children's emotions, but it is a strategy that fully trained staff will use only under supervision and in line with this whole school Policy on Touch/Hold

Refraining from physically, safely holding a child in the face of their intense grief, stress and/or rage reactions can lead to a state of hyper-arousal, in which toxic levels of stress chemicals are released in the body and brain. The severely damaging long-term effects of this state have been intensively researched worldwide and are well documented.

**Moreover, gentle safe holding is appropriate if a child:**

- is hurting himself/herself or others,
- (or is likely to hurt himself/herself and/or others) or
- is damaging property, and/or
- is incensed and out of control, so that all verbal attempts to engage him/her have failed.

Trained staff team members are trained in the safest and gentlest means of holding a child that is entirely designed to enable the child to feel safe and soothed, and to bring him or her down from uncontrollable states of hyper-arousal.

Whilst limits and boundaries in such circumstances can be a vital corrective emotional experience, without such an intervention (holding) the child can be left at risk of actual physical or psychological damage.

**Such necessary interventions are fully in line with guidelines set out in the Government Document, 'New Guidance on the Use of Reasonable Force in School.' (DfEE 1998) and 'Use of Reasonable Force' (2013)**

**What about other physical contact with pupils? (2013, Crown op cit)**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

**Appropriate and inappropriate touch**

We are highly aware of the current atmosphere where due to fears of abuse, touch as a natural and important form of human connection has been almost vetoed in some school contexts. Our policy rests on the belief that every member of staff needs to appreciate the difference between appropriate and inappropriate touch. Hence all staff members need to demonstrate a clear understanding of the difference. They need to show themselves to be highly aware of both the damaging and unnecessary uses of touch in an educational context. Touch is not to be used as an ill-thought out or impulsive act of futile reassurance/gratification or as a block to referral for psychological assessment.

Equally, when a child is in deep distress, the Thrive Licensed Practitioner is trained to know when and how sufficient connection and psychological holding have been or can be provided/established without touching.

## **Appendix 1**

### **USE OF REASONABLE FORCE ADVICE FOR HEAD TEACHERS, STAFF AND GOVERNING BODIES**

#### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

#### **The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.**

##### **Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

##### **Schools cannot:**

- Use force as a punishment – it is always unlawful to use force as a punishment.

**Source: Extract from Department of Education, Use of reasonable force Advice for head teachers, staff and governing bodies - July 2013 Section 93, Education and Inspections Act 2006**

## **THRIVE:**

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of the social and emotional learning that takes place age appropriately supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially at break and lunch times where less structured interactions and experiences enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers.

Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes which become interruptions in some children's development. The Thrive programme supports staff in creating a differentiated provision in response to need with reparative strategies as part of systematic, carefully planned actions.

At Lacewood we use Thrive for all pupils age appropriately woven within and across the day as 'right time learning'. This is within class led by class teachers and underpinned consistently by all staff across our whole provision. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

Thrive is also used in response to identified or emerging need for an individual or group as 'key time learning'. In these cases the school works with parents and carers on agreed action plans reviewed and revisited as part of a structured programme.

Our THRIVE room is our hub for THRIVE provision, facilitating and offering supportive programmes for pupils in a variety of ways across the school day.

In line with our inclusion approaches, wherever possible, all children and parents are welcome at our school.

Our policy is to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning.

**Find out more about THRIVE at: [www.thriveapproach.co.uk](http://www.thriveapproach.co.uk)**